

Book Said...

- The background knowledge we bring to our reading colors every aspect of our learning and understanding.
- When we have a lot of background knowledge in a topic, we are much more likely to understand the text.
- Making connections with personal experience facilitates understanding.
- Stories close to the students real lives is a good way to introduce new ways of thinking about reading.
- Design simple codes such as R for it reminds me of something in my own life.
- Kids read, make connections, and write short pieces about their lives and experiences.
- T-S for text to self.
- Distracting connections; say out loud what they make you think of.
- T-T text to text connections.
- Having a chart of two columns: what we think we know and what we found out.
- Large chart of facts for the class to review.
- T-W text to world connection.

I Think...

- Background knowledge is a key component to our reading, but I didn't know it held that much power.
- I agree with this statement. I also think it gives students more to talk about also. It excites them.
- Same as statement above. I remember when I was young how excited I got.
- I think this would help if you knew something about your students and you could have them read materials that related to them.
- It will keep the students focused.
- I like the repetition of rewriting a story of what you just read to fit your life.
- Relate, relate, relate!
- To know what is wrong is the first step to overcoming it! Say it out loud.
- Involved in the text is a good thing.
- As the textbook said, this is a great way to teach the students new material.
- I love this idea...use your resources.
- Students can relate what they're reading to the real world to help keep it interesting.